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ABSTRACT

The document contains information presented at a conference session on crucial learning strategies and approaches for Black preschool handicapped children by school personnel involved with the Natchitoches Parish, Louisiana, school system. Introductory information is provided on the following topics: speech and language remediation: parent involvement: effective competent teachers: teaching styles: identification: preschool programs: parent involvement: children's learning style (including the Black child's learning characteristics, and general and actual learning styles): teacher strategies: and teacher styles. A major section on elements of teaching styles includes subsections on the following areas: educational philosophy, instructional planning, curriculum, teacher characteristics-personal values and standards, experience and training, awareness of children's needs and learning styles, assessment and evaluation procedures, teaching methods and strategies, learning environment, social emotional climate, individualized instruction, and behavior management. Two additional sections focus on the need for personal change and growth by the teacher and the importance of developing communication skills and language abilities in children. (DB)

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Crucial Learning Strategies and Approaches for Black Preschool Handicapped Children

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Crucial Learning Strategies and Approaches for Black Handicapped Preschool Children

Several disturbing treads are occuring to black handicapped children. There is an unmistaleable high disproproportionate number of minority children in special education classes (Office of Civil Rights, 79). School age children coming from home into public schools are so deficient in learning concepts that they are already 1-2 years behind (Dunn,68, Coleman.66). Also,black children are failing and being transferred to special education classes in spite of the increasing number of Kindergardens(Kendall(78),Gredler(78),Karnes(68).

These trends will continue to occur because three factors isolated have hindered young handicapped children from starting out with at least an even chance for success in the school setting. What has happened is

1). administration didn't get to the children early enough with a comprehensive program to identify and work on weakness and strengths,
2). parents weren't included and trained in the crucial early learning process of their children to be a support and reinforcement, and
3). teachers who are highly competent and effective in using a variety of techniques and approaches to deal with the individual learning styles of black handicapped chilsren weren't funneled to and motivated to remain in the preschool setting.

In order for black handicapped children to succeed, all three of these varibles must positively exist simultaneously. That is to say, our children must be gotten to very early with preschool intervention programs, parents must be effectiviely involved, and competent teachers must be acquired and/ or trained regularly.

The Natchitoches Parish Preschool Center, where a large percentage of black handicapped children attend. has met with increasing sucess in helping black children avoid specialeducation placement,reduce the number of children retained in a grade, and/ or obtain higher achievement and/or I.Q. test scores. After all, these are the underlying purposes of preschool centers (La ar.78).Our combination of Parent Education Sessions and the use of effective teaching strategies and approaches has worked well in offsetting and in some cases overcoming deficits.

Speech and Language Remediation: A Basic Approach

Kaye Berry Eichler
Speech Therapist
Natchitoches Preschool

The goal of our speech and language program is to help the child fully utilize the auditory information he receives in his environment. At the same time our objective is to help the child formulate and produce meaningful language. Children are grouped according to their level of language functioning. Formal and informal assessment results are reviewed in developing a realistic yet challenging remedial program. The progress of each child is carefully documented and his language and speech growth is recorded annually.

A portion of every language lesson is directed toward developing auditory perceptual skills. These skills include auditory attention, recognition, identification, discrimination, auditory sequential memory, and sound-symbol association. At the auditory perceptual level the child develops his sequential memory. An example would be following verbal (oral) directions using objects and colored cups or remembering and selecting a sequence of foods or retelling a story sequence.

In our program sound-symbol association is the highest level skill involved in auditory perceptual processing. It has proven successful ot use written symbols with children having a motor speech disorder called apraxia. These children need a visual cue to help them program and sequence articulation movements for intelligible speech production.

Vocabulary development is another level of language processing and production that we include in each therapy session. As you can see the hierarchy is from simple to com;lex language tasks. The difficulty of the language lesson is determined by the child's level of functioning. The areas studied may be: single words, single words in sentences, word categories, logical

relationship between words, inconsistencies and absurdities, and/or implied cause-effect. Beginning with comprehension and usage of single words the children demonstrate their knowledge of verbs. Various units are selected for vocabulary development such as slothing, animals, and foods. Once a child comprehends a single work, can he then comprehend the critical word in a sequence of words? For example, the child is asked to put the cow in the barn versus beside the barn. Comprehending the logical relationship between words may involve knowledge and usage of opposited. a more complex task is requiring the child to detect inconsistencies and absurdities, to predect possible outcomes, or express cause-effect relationships.

The linguistic level is the third level of language processing. The objective at this level is to develop the child's comprehension and usage of morphology and syntax. The Fokes Sentence Builder is frequently used to achieve this objective. It is interesting to note that using sign language has helped in teaching certain language learning disabled children to verbally construct sentences that are syntactically correct.

The frequency of therapy and the number of children in a group is determined by the particular needs of the child. In addition to therapy the child participates in a daily language development program in the classroom/ Our Preschool Center provides speech and language services for those children having varying degrees of hearing impairment. Our therapeutic approach is Total Communication in that we combine speech, fingerspelling, and sign in developing the child's communicative skills. Emphasis is placed on visual matching, sorting, and dequencing skills with the deaf child. An auditory trainer and a phonetic notation system are utilized in teaching the deaf or hearing impaired child to produce speech sounds. The continuum in language development with the hearing impaired child is from comprehension of single words to meor complex language concepts. Sentence structure

is emphasized. The greatest accomplishment is when the children are able to communicate with one another using their newly acquired language skills. It is amazing how quickly the children in the classroom learn signs and begin using signs to communicate with their hearing impaired classmates.

Through early intervention our efforts are directed toward developing the child's language competency for interpersonal communication and later academic achievement.

Parent Involvement

The second major strategy that must be present is Parent Involvement. Along with involving parents in interviews and the I.E.P. Conference (initial and quarterly up date). parent's need to be exposed to an organized purposeful program to involve them in the school's. Here are two ways Natchitoches Preschool Center do it.

1) Parent Classes Dr Michelis a Consultant from Northwestern State University has been conducting a series of morning and evening classes for (2) years. The master plan came from our Principal. Some of the sessions this year were entitled:

   a. "Solving Problems in the Home".
   b. "Learning Disabilities: Theirs and Yours".
   c. "Mental Retardation: Some Good along with the Bad."
   d "Getting along with Friends after the birth of Handicapped Child."
   e. "Foods and their Effect on Learning."
   f. "What can Parents do to increase the Child's Language."
   g. "Toys that will assest in Learning."

2) Parents also need to participate in learning activities with their children in the classroom. Teachers must want parents to come..Make them feel welcomed and comfortable You must want them in your classroom. One teacher may invite parents or several teachers may chose to work together

To illustrate that a simple act like this helps to deepen the communication and respect between parent and teacher, here is a tape of parents who came to class. I invited my (8) parents to come to school..Two a day were scheduled. First I sent a highly attractive and personal invitation from the children in my class. The poem inside the invitation read:

Watch Me Mom!

I work and play
Have lots of fun
School is a place
I like to stay
I use my mind, fingers and body
Listen to me say
my A-B-C's

and 1-2-3's
Watch me match, group, and do much more
Watch me mom's
On this day

After you make a special invitation, plan an interesting and meaningful day of activities for the parents to see and participate. All (8) of the parents came. Two father's also came.

Let's listen to what some of the parents said in response to my question "what did you think of the experience you have just seen and been apart of?"

If you want to be more specific in some ways to bring parents pass the point of just sending their child to school, then I will intertain questions at the end of the presentation.

Effective Competent Teachers

The third and final strategy to help black handicapped preschool children is the exestence of teachers who are highly competent and effective in using a variety of strategies to work with several learning styles of children.

Teachers are the most important factor in the child's learning environment at school It is important that good teachers remain with black preschoolers to make the greatest difference in their total educational experience

It is crucial that you know therefore two things. First know the learning styles of children in general and black preschoolers learning characteristics in particular. Secondly, you must know your own teaching style and how to brodden it to include several type of learner's. It is better for you to brodden your skills in working with a variety of children then to be matched with one type of learner to fit your style. You will not be an effective teacher if you can't make the necessary adjustments of your teaching style

Lets look briefly at eleven general learning styles of children They are 1) Incremental Learner 2) Intuitive Learner, 3) Sensory Specialist 4) Sensory Generalist 5) Emotionally Involved, 6) Emotional Neutral, 7) Explicitly Structural. 8) Open-Ended Structure, 9) Damaged Learner, 10) Inactive Learner and 11) Eclectic Learner.

In addition to the eleven (11) learners just mentioned, let us look at the black learner. They do have some learning difficulties that come out of 1) low-social/economic background, 2) low amount of appropiate stimulation and 3) a unique perception of the environment around them.

There are (11) eleven characteristics identified concerning black children's perferred made if communication and participation. They are 1) Speaker-Listener Relationship. 2) Oral/Aural Tradition 3) Use of words, 4) Standard English 5) Physical and Visual, 6) Rich Movement Repertoive, 7) Relational\Impulsive 8) Problem Centered 9) Inductive Thinker 10) Spatial 11) Slow Careful, patient, and perserving.

Teaching Styles

In addition to becoming aware of children's needs and learning styles, you must become aware of your own teaching style.

Complete the short form to determine which style you use the most

There are seven (7) teaching styles indentified. There are twelve (12) elements that determine your style One of those elements is "Teaching Methods and Strategies." There are five (5) dimensions of a teaching method. one of those dimensions is "Instructional Methods " The five (5) behaviors that make you different from others are: 1)Reinforcers 2)Routines, 3) Procedures 4) Adaptations 5) Discussion and Statement Posture.

To really bring home the fact that you need to brooden your teaching style to include many types of learners lets role play. After the role play it will be interesting to note what type of learners was most difficult to work with and the learners you found the easiest to work with.

We hope that you will be able to improve your teaching style and make a greater impact on parents and affect children early in their educational career All three must exist together to make sure Black Handicapped preschool children learn well

Crucial Strtegies and Approaches
for Black Preschool Handicapped Children

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Early Identification

The first crucial strategy for programs serving black pre-school handicapped children is early identification. Early intervention can ameliorate learning deficits in children and prevent the need for putting many children from low income homes into special classes. (200-2)

Identifing the preschool handicapped population may seem difficult for a number of reasons including variability in normal development, questionable identification and diagnostic instruments (and their use), and variability in quality and quanity of environmental experiencies (100-1). "It's a challenge to find out how learners (should) be taught when we don't understand their language, when we misinterpret their behavior, when our tried and true methods of diognosing and motivating don't work. It is imperative that we meet this challenge once we identify the potential dropouts, failures, and nonachievers" (500-1).

Nathcitoches Parish School Board recognizes a crucial need for early and proper identification. In addition to manditory procedures for locating children, the Board searches for children in cooperation with other agencies and groups:

1. Parish Wide Model for Identifying Children 2½ - 4½ years.
2. Team up with Kindergarden - Round-up.
3. Work with Private Day Care Centers and Community Action Agencies
4. Summer Search using D.I.A. instrument.

In addition, public school speech therapist must be allowed to screen these children for signs of deficiences. Then we can employ the sequence of:

1. Identification
2. Diagnosis
3. Prescription
4. Implementation
5. Re-Assessment

Preschool Programs

The second strategy and approach for helping black handicapped children in a preschool setting is developing the proper type of school. It is imperative that schools don't hurt children before starting with poor facilities, larger classes, weaker teachers in schools with higher turnover, subtle discrimination, and lower expectation. In addition, school systems as a whole should avoid any hint of racism, unequal distribution of educational opportunties and finance, lack of adequate minority representation in policy making bodies, unequal representation of minorities in the educational milieu, misuse of I.Q. testing and tracking of minority children.

It is very important that all teachers be skilled and it is critical that they vary in teaching style. The strength of the school as a collective lies in the fact that over long periods of time students are exposed to many different teaching styles. By virtue of this variation, all but a few students are exposed to several teaching styles to which they readily adopt, and to some with which they must struggle. (600-10)

Lets take a closer look at what characteristics prvail among effective preschool programs. There are five in number that help children avoid placement in special education classes in later school life. They are:

1. The age of children when entering into the program - the earlier the better
2. Amount and type of home visits
3. Program goals for parents
4. Parent involvement system
5. Number of children for each adult (good pupil - teacher ratio) (200-1)

Also programs that are academic orientated and have a task-centered approach are desirable with carefully sequenced activities. Those

programs also contain free play, juice time, and story time. (200-2)

Other items that have a lot to do with the success of prschool program are:

1. Age of children
2. Length of intervention (2-4 years)
3. Parental influence
4. Language goals for children
5. Pre-service training for staff
6. Amount of structure
7. Professional vs Paraprofessional Staff

Merle B. Karnes presents a comprehensive list of findings that give implications for early education of young children, especially those from low-income homes. (200-3)

They are:

1. One year of intervention during the preschool years is not sufficient to ensure sustained gains in subsequent years.

2. Parents from low-income families can acquire improved skills in teaching their children in the home. Thus, various delivery systems should be open to parents, some of which may very well be home based.

3. Since parents can learn to enhance their child's rate of development, preschool programs should have a strong parent involvement component.

4. While the age for most effective intervention has not been conclusively determined, there is evidence that early intervention (as early as infancy) can significantly accelerate the development of children from low-income homes.

5. Paraprofessionals from target areas, if supervised by a professional person can serve as teachers in the classroom and promote as great a development in the children as an all - professional staff does.

6. A structured program such as Karnes's does not impede the development of social, emotional, and affective development, in fact, the contrary can be anticipated.

7. Generally, structured, cognitively based programs with a high level of verbal interactive behavior seems to have the greatest impact on th intellectual functioning and academic progress of children from low-income homes.

8. Curriculums which stress aquisition of information - processing skills to ensure transfer of learning to a greater extent then those which have a primary goal the acquisition of content.

9. Teacher-training institutions must prepare teachers to work effectively with the paraprofessionals who teach in the classroom and work in the home,

10. Attention to individual differnces, precise planning, In Service education, parental involvement and an on-going evaluation appear to be important components of any disadvantaged and handicapped program.

Finally, S. M. Miller offers some interesting strategies to improve educational performance of minority group children (600-3). They include:

1. Changing the student and his family -- aiming at compensatory socialization of low income family life.

2. Changing the School -- its staff, curriculum, materials, organization and services rather than the learner and his family.

3. Increasing resources and changing their distribution -- raising educational expenditure and making distribution more equitable.

4. Changing the student composition -- providing for greater social economic and racial/ethnic balance.

5. Changing control of the schools -- providing for greater community involvement in decision-making concerning school programs and process.

There is a great need for pre-school centers to encourage language development and parent involvement:

a. One of the major findings has been the importance of length of education in determining how well individuals from minority group backgrounds perform: this suggests that priority should be given to the need for pre-school facilities for underprivileged groups generally and for minority groups in particular. However, the need is not merely for more preschool facilities but also for innovations of two sorts:

b. The importance of building into the preschool experience and therefore into the training of the school staff formal attempts to assist and encourage language development. This is not simply a question of providing infants with a rich and varied preschool experience; it means the development and introduction of materials, language kits and programs relevant to the needs of a preschool pupil and especially to youngsters from non-English-speaking backgrounds and those whose language structure impairs effective performance in school:

c. The need to stimulate parental involvement and assist parents in improving their own skills suggests to us the importance of ensuring that any expanded preschool facility must learn from the experience of the play group involvement of parents in the running and staffing of that facility. By doing so, parents and children will be helped simultaneously and children become better prepared for traditional English educational demands. (300-2)

"Early intervention programs would do well to:

1. Start as soon as possible

2. Involve parents as teachers of children and students of educational theory and

3. Support the entire family" (200-3)

Parent Involvement

Parent involvement is another crucial factor in the success of black preschool handicapped children. There is a lot of research to show that "parents have a positive influence in their children's achievement level." (300-1)

There is a "need for a more sustained and systematic service linking home and school. The Haley Reporter Educational Priority Areas recommends a home visitors scheme and this suggestion has obvious protential for minority groups not merely as a means of linking home and school but as an instrument for encourging the involvement of parents in their children's education and re-directing parent involvement on more effective lines. Finally, and not least, important a schemes of educational home visits should provide a means of helping the language development of many adults in the community for inadequate parental language can directly and indirectly impair pupil performance. (300-2)

It is generally found that the achievement level of young children is higher in the program for those whose parent participated. Parents want to support the school but don't know just how. Parents find it hard to help in language development, the development of curiosity, and social development because of ignorance (they don't know how to do the job), stress, lack of assistance. (300-3) Therefore they must be shown how to get involved, made more aware of stress and be supportive of mothers. (300-4) Fathers need to get involved also. There are three conditions that are the most positive in a family that help to avoid assigment of children to special education:

1. Higher education level of mother
2. Father presence
3. Fewer siblings (200-1)

Maxie Towle gives some signficant benefits in organizing a parent group include removal of parents feelings of isolation, development of togetherness for parenting, sharing of experiences, ideas, and resources, viewing problems in

perspective, socialization opportunities for parents, establishing a network of resource people, aiding one another, teaching one another, and development of a new community resource." (600-41)

It is important for parents to know how to get their children ready for school (300-5) Here are some suggestions:

Helping Get Ready for School

1. Listen to his questions (so you can answer) about:

   his new school
   what do they do? activities
   why is it so big
   what will the teacher be like
   why so many children?
   talk about them even if he doesn't bring it up.

2. Let him know you are very pleased with him going to school, that this is a good place, that this is not some kind of punishment

3. Help him get along with other children

   Working and playing in a group (Talk advantage of the Group Experiences)
   Sitting quietly while doing an activity
   Sitting alone briefly
   Not running over other children or letting other child take advantage of him

4. How prepared is He?

Shapes	Directions
Colors	Follow Single Directions
Nursery Rhymes	Know Community Helpers
Size	Bathroom-Health Habits
His Name	Identify objects - animals / household
Counting	Classify objects
Use of Senses	Body parts

5. Expose him to Books

   Read to him often

6. Field Trips

   Take him on many

7. Help him become more independent

   Let him do chores

   Help do things around the house

There is much to do in the area of identifying specific goals for parents in preschool programs - Parent Education classes are quickly becoming a productive strategy for training and educating parents. Some goals may be to:

1. Help parents realize they are indeed the prime educators of their children and their home is the first classroom.

2. Help parents become aware of and use the many resources in their community.

3. Show parents how to use everyday materials and experiences as a teaching tool.

4. Strenghthen parents to cope with their family problems, concerns and interests.

5. Provide parents with toys they can borrow to use with the children at home.

6. Reinforce work of teacher with their children.

We have an excellent developing Parent Involvment Program. Edith Lucky, our principal, perceived the need for an organized effort. She identified crucial areas that need to be addressed. She obtained the expertise of Dr. Michelis of N.S.U. to act as facilitor at the Parent Meetings. Some of the Topic and Activities dalt with were(see page 11)

It is felt black parents should not put their complete trust in schools but realize they have an important role in their children's education. The Ebony Magazine (300-6) printed an excellent article entitled "What Parents Owe Their children" It points out that parents owe.

1. The Basic Necessities
2. A Right To Education
3. A Debt of Love
4. A Pride In Self
5. A Whole Lot of Respect

If necessary, help parents learn how to fulfill these debts to their children.

Special education teachers are in position to provide many services to parents and have a great impact on parents of handicapped children. Some areas teachers can assist in are:

1. Behavioral Management Techniques - increasing or developing behavior decreasing behavior; maintaining behavior.

2. Legal Information - current and pending legislation; mandatory free and appropriate educational services; required parental involvment; participation in all school sponsored programs and activities; legal provisions for related services (e.g., transportation, medical services, occupational therapy, counseling, etc.) for right to due process procedure.

3. Advocacy Matters - obtaining community/supportive services; parent groups, legal advocates.

4. Information Relating to Diagnosis - referral (e.g., audiologists, pediatricians, etc.); interpretation of diagnostic information; facilities that provide needed services; medical aspects related to diagnosis.

5. Realistic Prognostications - potential congitive functioning level; potential affective functioning level; potential academic level.

Also getting parents into the classroom is a great help. They can then see how their child is doing at school and reinforce that progress. (300-7)

WORK DONE WITH PARENTS AT THE PRESCHOOL CENTER

BY Dr. Carol T. Michaelis
Northwestern State University

Sessions Held:.

October 1979 "Solving Problems in the Home"
October 4, 11, 25 and November 1, 8, 15

* February 1980 "Learning Disabilities: Theirs and Yours"

* March 1980 "Mental Retardation: Some Good Along with the Bad."

March 1980 "Getting Along with Friends after the Birth of a Handicapped Child"

April 1980 "Foods and Their Effect on Learning"

* April 1980 "What Can Parents Do to Increase the Child's Language?"
Children Participating

April 1980 "What shall we do all summer?"

Fall 1980 "Understanding mother's role in language development"

November 1980 "Toys that will assist in learning"

* December 1980 "What happens at school?"

February 1981 "Assisting the child to develop language"

* evening sessions

During one of the sessions the mothers finished the trim for hand puppets that they took home to their children.

During another session mothers made small dolls from pipe cleaners.

Toys for parents to borrow have been secured from the "Parent Training for Preschool" located in Winnfield.

Plans Include:

1. Making blocks for use at school and to take home.
2. More programs for parents with children participating.
3. Long term plans include coordination with other agencies that provide services to families.

Notes from LEARNING THROUGH PLAY by Paul Chance. 1979. Johnson & Johnson Baby Products

Play is what children do when they are not eating, sleeping, going to the bathroom or not doing what their parents tell them to do. Play is done for its own sake. It is spontaneous and voluntary and it is done for fun.

There must be: (1) A PLACE TO MOVE, (2) OBJECTS THAT ARE MOVEABLE, (3) OTHER PEOPLE

Play helps (1) PHYSICAL DEVELOPMENT by developing muscles and nerves, (2) COGNITIVE development by developing thinking and problem solving skills, (3) EMOTIONAL development by learning what is real and what is make believe, (4) SOCIAL development by learning turn taking behavior and a feeling of belonging.

Play can be: (1) Physical--Tickling, wrestling, playing tag or hide and seek.
(2) Manipulative--jack in the box pop out, mommie turn around.
(3) Symbolic--pretend with objects, theme or plan and roles
(4) Games--play that is governed by rules or conventions

Characteristics: (1) It is fun. A playful attitude
(2) End in itself. "the way of doing something becomes what gets done." "in some say the rewards come from within" (p 13)
(3) Activities not taken at face value "let's play" attitude & situation
(4) "difficult enough to be interesting, but no so difficult that it is impossible" (p 14) provides a challenge
(5) Relaxed setting: a certain degree of choise, lack of conventional restraint.
(6) Entirely Individual. Children play in different ways.

Aspects of Play
(1) ATMOSPHERE---The attitude of the supervising adults
"people who think that a child should be reciting the alphabet rather than singing ring-around-the rosy," are not going to encourage good play." (p 39)

Some adults don't believe in play "they believe that learning results only from direct instructions; you learn when someone teaches you. There's always a hierarchy, with one person, the teacher, knowing more than another person, the student." (p 40)
These people are not good play supervisors.

People who believe that children should be seen and not heard are not good play supervisors (p 41)
The chief ingredient: " is freedom--freedom to move about, to touch things, to try things out, to experiment, to explore. But most important, the child needs freedom to make mistakes, to perform imperfectly. One thing that sets play off from other activities is that there are no evaluations, no grades, no scores, no real failures." (p 42)

(2) OBJECTS---"The more things the toy does, the less things the child does." (p 48)

"for yery young children, highly realistic toys are more desirable, but as children get older, less realistic toys may get better results." (p 45)

"the odd assortment of toys that ordinarily accumulates in a play area may be more beneficial than an orderly collection of logically related toys." (p 47)

(3) ADULT INTERVENTION

"The adult needs to take part in the play, not talk about it." (p 49)

"The best tactic is to play with the child, not merely supervise or direct his play." (p 50)

Adults should play with the child, not instruct the child. (p 51)

Specific Goals for Parent

1. Realize they are the prime educators of their child and the first classroom is their home.
2. Become aware of many resources in the community and use them to help cope with family problems, concerns, and interests.
3. Learn to use everyday materials and experiences as a teaching tool.
4. Visit the classroom to learn of its creative, exciting and learning values.
5. Become more aware of childs strengths and weaknesses.
6. Attend parent Training Classes or Sessions and contribute.
7. Learn to specifically work with your own child to enhance his learning.
8. Actually use the Take Homes or Learning Kits left in your home.
9. Read various Child Development Materials to improve your knowledge and understandings.
10. Attend Policy Board Meetings
11. Interact with your child in more meaningful ways at home.
12. Become a volunteer at the school.

Children's Learning Style

Several words of caution must be said before we look into similiarites and differences of learning styles. There may be ways of perceiving, cognition, recognizing, conceiving, judging, and reaseoning that initally occur due to the lack of experience and first hand manipulation of materials, ideas, values and beliefs. (430-9) At no time should we accept these proclivities or differences as the final mode of learning. Children are constantly learning and changing. So they are drifting in and out of one style into another. No one fits a style perfectly and completely.

Another problem we should be aware of is that there is a perferred made of learning a child may use. But this does not mean he can't learn in others ways effectively. Please do not teach only to the child's perferred mode and don't expose him to others. Just like teachers need to acquire more then one teaching style so children need the acquire more then one mode of learning that will be effective. However, make him an expert at using his perferred mode.

The information you will receive is to be used just as a beginning source of information and preception of considerations you must make. Don't stop here however. Go on to widening his mode, style, and scope of learning. That enables him to display and change the appropiate behavior. Then you have really done him an eternal service.

This can be applied to the general population as well as the black preschool handicapped child.

General Learning Styles of Children

Learning strategies are personalized ways in which a learner internalizes content that is, learns the subjects. Some children adopt the authoriatative method of learning in which one accepts something true because some person of repute says so: teacher, parent, text book, encyclopedia, newspaper. On the other hand, some children remain committed to the spontaneous style of learning in which trial and error, experimentation, and idea modification are utilized. (400-7)

Some memorize words or sentences as keys to learning. Some pupils put together both real and nonsensical words which have meaning only to them to help them recall facts. Some pupils like to read a passage in its entirely quickly, then go back and study segments in depth. Some students subject themselves to silent question and answer sessions on content they have under study. (400-8)

"The creative abilities of (slum) children have often been overlooked because their curiosity does not express itself in well-phrased query; they initially manifest little desire to work independently; and they seem to experience difficulty in putting ideas down on paper." (400-7)

It is extremely important that teachers teach to the child's learning styles. When you teach through methods that compliment children's learning characteristics, children become increasingly motivated and achieve better academicly. (400-4)

A child's cognitive style can be defined as information processing habits which represent the learner's typical mode of perceiving, thinking, remembering and problem solving.

Actual Learning Styles

Barbar and Louis Fischer identifies several learning styles of children (400-3) They are:

1. Incremental Learner (step by step) adds bits of information to gain larger understanding and to be able to generalzie

2. Intuitive Learner - Uses sudden insights, leaps to get good generalizations

3. Sensory Specialist - relies mainly on one sense for the meaninful formation of ideas (other sences are intact and functioning)

4. Sensory Generalist - Uses all or several of the senses in gathering in information and gaining insights.

5. Emotionally Involved - likes an atmosphere that carries a high emotional charge, likes colorful, vivid learning atmosphere; likes constructive disagreements, rivalry debates, etc.

6. Emotionally Neutral - Emotional tone is low-keyed and relatively neutral

7. Explicitly Structured - Learns best when teacher makes explicit, clear and unambigious structure for learning.

8. Open-Ended Structure - Learns best in a fairly open-ended enviorment structure. Yet they like allowance for divergence.

9. Damaged Learner - Damaged in self-concept, social competiency, aesthetic, sensitivity or intellect. They avoid learning; reject it. They fantasize or pretend to learn.

10. Inactive Learner - Lacks goal directed motivation. They don't assume responsibilty for their own learning. They have the cognitive repertoir but fail to spontaneously and appropiately produce and apply them to the task.

11. Eclectic Learner- Can shift learning styles to get advantage in learning situation.

Black Child's Characteristics

In looking at any cultural orientation of groups for educational purposes, you must determine their perferred mode of communication (verbal and nonverbal) and perferred mode of participation.

The communication mode is very interesting. (400-1) Let's look closer at some characteristics:

1. Speaker - Listener Relationship - Learn better in settings encouraging in spontaneous response of thought, feeling, and movement. Silence and sitting still are often a sign of bordom,

2. Written vs Oral / Aural Tradition - Many blacks grow up in an oral tradition. Music and the spoken word are the heart of the black experience.

3. Uses of Words: Communication vs Manipulation - Words often become power devises and the style of delivery is as important as the words expressed. Adeptness with words and skill at "performance" lead to power and influence. (Ex. Ministers politicans are very fluent speakers.)

4. Standard English - This may create learning problems when their language is ignored or repressed. Their distinct black dialect which is complex and elaborate, should be accepted as well. Be a model of good Standard English.

In terms of perferred mode of participation, there are many factors that creates it:

5. Physical and visual rather then aural - Handling and seeing materials that assist in concept formation are helpful. (400-14, 400-15)

6. Rich Movement Repertoire - Active - They are more active and move around more. (400-12, 400-13)

7. Relational / Impulsive Style - Uses relational instead of analitical strategies in making discrimination amoung stumli. Do not examine critically,

show signs of distractibility or hyperactivity. Externally oriented rather than introspective. (400-16)

8. Problem centered - rather than abstract centered - looks at the immediate situation and how it affects them

9. Inductive rather than deductive thinker - Must look at particular instances before being able to generalize

10. Spatial - rather than emporal - aware of location of body in enviroment. Is not time consicous

11. Slow careful, patient, preserving rather than quick, clever and flexible. They are extremely meticulous, cautious, and careful. Some need to be corrected by teaching the opposite, broaden to include others.

Following are additional comments relating to the exceptional black child:

He is less able to construct adequate models of the enviroments.

He is less able to develop efficient strategies for information processing.

Poor achievement can be attributed to difficulties in the learning process.

Some Learning Characteristics For Black Children

Here are some quotes that you will find helpful and interesting:

> "Educational congnitive style refers to a person's perferred ways of gathering meaning from surroundings. It involves four groups of behaviors: receiving, expressing. reasoning, and handling the receiving/expressing in specific setting or modalities."(1)

> "An Examination of the research availible in the areas of perceptual articulation, social perception, information processing, and environmental perceptions indicates the need to pursue this issue in greater detail. Attention should focus particularly in the influence of percetion on Afro-American learning styles." (2)

> "Beezer and Anderson indicates that cognitive style mapping suggest that learning is affected by one's perception of 1) symbols and their meanings, 2) the individual, family, and associates and 3) the modalities of inference or reasoning methods one emplays." The Holl Cognitive Style Mapping Inventory is a helpful instrument. (3)

Barbara Shade shares her fingings about behavior differences between blacks and whites:

> "These differences seem to be associated with the perception and interpretation of the environment and the subsequent selection of the appropiate adapting strategies. This is a socialized difference which is best explained by the concept of psychological diferentiation or cognitive style. The concept refers to the way an individual analyzes and structures his environment based upon his visual perceptions, that is, whether he is field-dependent or field independent. Although there is disagreement as to whether or not psychological diferentiation has any relationship to intelligence, field-independent individuals appear to function better in school situations. Various studies have shown racial differences with blacks tending toward field-dependence. However, when social class and sex are entered as varibles this assumption becomes questionable. Other areas where perceptual differences have been noted between the races include the emphasis on the oral and aural modes among blacks, social distance and proxemics, and learning and thinking style."(2)

Alot of further research needs to be made to confirm, verify and validate the small numbers that have currently been published as field studies and obeervation.

Here then are some general tendencies that have been cited. Based on variations in psycholigical differentiation, six characteristics are separated (2). They are:

1.	Interpersonal perceptions-	prodide for healthy social relationships and group dynamics
2.	Environmental perceptions-	make them aware of the space and things in the environment
3	Field-dependent-	socially sensitive and relational, can makes or delineates situations which are in control of others. can attend to different facial cues, emotional overtones, sets of information from people or words
4	Oral-ovralmode	learn better through spoken word (auditory mode)
5.	Social space	communicate and interact at a closer distance (mode of perception of space)
6.	Learning style	concrete, relational and impulsive help them develop more analytical/reflective skills with a whole word approach

Many times social class and sex have a bearning on the results of research that have been done. An example of this: When a middle-class white population is compared with lower-class afro-american population, there is a great difference in achievement and testing levels. However, when a middle-class white populations are compared with a middle-class black populations, these differences don't exist. Likewise, when lower-class whites and blacks are compared none or little differences exist.

A Field Dependent Learner 1) can't relect discriminations within descrete units in perceptual patterns, 2) tend toward a more global vies, 3) does better with asturties in short duration 4) use relational instead of analytical strategies in making discriminations among stimuli and 5) requres clear concise directions (and redirecting as necessary) and specific instructions regarding task assignments.

An Impulsive Learner 1) relys on guesses or hunches for problem solving. may attend to different stimuli 3) doesn't examine critically, 4) show gns of distractibility or hyperactivity, 5) may not persist at task com- stion and 6) need great amount of task structive and teacher attention. 00-16)

Inspite of all of these characteristics, tendences, discriptions ven above, care must be taken to group them into a BLACK "STYLE." Some the characteristics are among the eleven (11) learning styles found among general population of children.

General Learning Styles		Black Characteristics	
INCREMENT LEARNER-	adds bits of information to gain larger understandings	7. IMPULSIVE-	need great amount of task structure and teacher attention
SENSORY SPECIALIST-	relies mainly on one sense to gather information	2. ORAL/AURAL TRADITION-	auditory geared since music and spoken word are the heart of black experience
EMOTIONALLY INVOLVED-	Likes a high emotionally charged atmosphere thats colorful and vivid	1. SPEAKER-LISTENER RELATION	learnes better in setting encouraging simultaneous response
EXPLICITLY STRUCTURE-	teacher makes explicit clear, and unambigious structure for learning	7. RELATIONAL/ IMPULSIVE-	need great deal of task structure and teacher attention
. INACTIVE LEARNER-	doesn't assume responsibility for own learning	7. RELATIONAL/IMPULSIVE-	may not persist at task for complrtion

It would be a cruel and unprofessional act to teach a child a certain way rely because he is member of a particular ethnic or racial group. Rather, we must ill teach on the basis of the individual differences of the child. PL 94-142 mandates at we teach individually with handicapped children.

18 Elements of Children's Learning Style

There are four major areas that children's learning style are formulated around. They are environmental, emotional, sociological, and physical. (400--4) There are eighteen elements that can be grouped into these areas that affect learning. Lets take a close look at the elements Rita and Kenneth Dunn has formulated. We respond to them one way or another.

Environmental Elements:

1. Sound - absolute silence or sound required
2. Light - soft lite area, brightly lite area
3. Temperature - cool, comfortably warm
4. Design - informal (carpeting, lounge chairs, couch), formal setting (desk, library tables, hard chairs)

Emotional Elements

5. Motivation:

a. The motivated - told what they must learn, what they may use as resources, how to demonstrate their acquired knowledge of skill and where to get help if needed. They welcome praise and feedback on completed assignment.

b. The Unmotivated - Require short assignments or very few objectives with frequent feedback, great deal of supervision, authentic praise as they are working.

6. Persistence - stays with the task until it is finished
7. Responsibility - Accepts the task and activity. Accepts need to ask questions to understand what has to be done, how, when.
8. Structure

a. Require specific directions, sequential tasks, frequent

feedback and continuing support (programmed teaming)

b. Creative, self-structured, responsive to making choices, do best with Contract Activity Packages

Sociological Elements (how student respond to other people)

9. Some work and learn best alone. Distracted by presence, movement or sounds of others

10. Peers - like to work amoung peers, small group techniques

11. Pair - they do well when paired off with a friend

12. Adult - require interaction with an adult teacher - directed studies

13. Team - some do well in large and small groups for collegial reasons

14. Varied - Can gain knowledge in a variety of patterns some can function only when allowed to learn through specific relationships.

Physical Elements

15. Perceptual - we learn through one or some combination of our 4 senses; auditory, visual tactual, kinesthetic

16. Intake - a need to eat, drink, nibble, chew, or smoke when studying concentrating or trying to internalize.

17. Time - the time of day when one's energy is at a peak

18. Mobility - the ability to remain stationary for longer and shorter periods of time. Learn better when permitted and take frequent "breaks" or assign tasks which require them to move from area to area.

Teaching Strategies

A teaching strategy may be defined as a procedure or set of procedures for utilizing resources and for deploying the central figures; the teacher and the learner, (600-30). It is a method teachers select and use to present subject matter. It is equal to procedures in lessons, methodologhy (the means of providing opportunities for students to encounter the content) tactics, techniques, modes of instruction.

Strategies are the vehicles for carrying the objectives from the teachers mind to the learner's mind and body.

The difficult task is to select from a variety of strategies which ones would be most productive for the learners. The selection of those strategies should follow some basic guidelines. (600-30) The Strategies you select must be right for the:

1. learners - consider the age and interest level
2. teachers - should be compatible with your skills, knowledge, values and personality.
3. subject -matter - up to date and meaningful
4. time availible - make sure you have time to complete the activity
5. resources availible
6. facilities -
7. objectives selected -

This selection is very important. Failure in learning seems to result when a child with a pre-disposition (cognitive style) for learning is exposed to a method that ignores this predispositions. Therefore you need to know children's learning style.

Knowledge of the manner in which an individual child receives, associates,, remembers, retrives, and expresses information is helpful in determing how to structure instruction to facilitate learning. (600-34)

Some general teaching strategies for preschool children that can be used in great variety (600-30) are:

textbook exercises
recitation
grouping by ability, achievement, or interest
questioning
discovery
role playing
tutoring
problem solving
oral reports
drill
use of audio media
use of vidio media
field trips
homework - take homes for practice
independent study

There is a very close relationship between the goals and objectivies chosen and strategies you select to convert into observeable behavior, identifying behavior is a crucial approach we must take.

Instructional intervention with individual children take in the attributes of hypotheses testing. Systematic alteration of objectives, materials, methods, and techniquies take place until a set of procedures is identified that moves the child effectively toward accomplishment of the objectives! Even though Dunlop was talking about a process for the implementation of nondiscrimatory assessment, it applies to working with children directly in the classroom. (600-39)

There are twelve elements that have been identified that help to contribute to your style of teaching (600-25) They are:

1. Educational Philosophy
2. Instructional Planning
3. Curriculum
4. Teacher's Personal Characteristics
5. Experience and Training
6. Awareness of children's Needs
7. Assessment and Evauation Procedures
8. Teaching Methods and Strategies
9. Learning Environment
10. Social - Emotional Climate
11. Individualized Instruction
12. Behavior Management

When looking at methods, you become aware of five dimensions (500-1) of considerable interest!

* 1. Manner of discussion and statements
  2. Cognitive operations - patterns of critical thought
* 3. Reinforcers (Behavior Modification)
* 4. Routines - predetermined activities you follow to get things done
* 5. Procedures - number of times you act procedurally to control deviance
* 6. Adaptation - changes when learner dosen't understand
  7. Affective (social emotional) Dimension - level of emotional charge

The only importance of a style is that it leads to different learning outcomes and behavior of students.

It is very possible and in fact necessary that you be able to mainpulate your own behavior and use more than one style. It is also possible that you can manipulate the areas that create you style. Teaching styles can differ in only one of these categories, dimensions, or elements. (500-1)

The main reasons for stopping to look at what you do, are to make you consciously aware of the moves you use, try out various types and patterns, note the results, and then communicate your experience to your fellow teachers. The types of moves, quality of the moves, and pattern in which you use them are important factors in determing how well learning occur. (400-2)

It is important that you realize there are many effective styles of instruction and that every teacher should be skilled in at least one, preferably in serveral. (600-10)

In fact, the most successful teachers of disadvantaged students expect to vary their instructional tyles and strategies. If one strategy does not succeed, another one is tried. One of the significant characteristics of successful teachers is their psychological posture of "set to vary" in style and strategy. (600-11)

In addition, instead of trying to match teaching and learning styles, we should be using a variety of styles, teachers have and can learn. We must inspect the characteristics that strongly affect the way a person learns. (500-1)

In fact, one's teaching style can be expanded to respond to varied learning styles provided the instructor understands why one teaching style can't be effective with all students and strives to acquire additional skills. (300-4)

Your teaching style tends to correspond with how you as a person learned. (300-4)

Several problems arise when you try to match on kind of learner with one kind of teacher: a) neither can be so neatly categorized as a particular type and b) a match up still doesn't guarantee an effective learning situation. It is far better to teach the teacher skills through individual learning styles. It provides a better social-emotional climate for learning..(500-4) Another problem that comes yp is determining the most important learner characteristics, measuring them, and then deciding what to do, and then what happens when the teacher moves away? (600-7)

Styles In Teaching and Learning

Teaching Styles

1. The Task Oriented - These teachers precribe the materials to be learned and demand specific performanace on the part of the students. Learnings to be accomplished may be specified on an individual basis, and an explicit system of accounting; keeps track of how well each student meets the stated expectations.

2. The Cooperative Planner - These teachers plan the means and ends of instruction with student copperation. They are still "in charge" of the learning process but with their adult experience and professional background, they guilde the students' learning. Opinions of the learners are not only listened to, but are respected. These teachers encourage and support student participation at all levels.

3. The child Centered - This teacher provides a structure for students to pursue whatever they want to do or whatever interests them. The genuinely emergent curriculum would fit this style, for preplanning by the teacher always takes a back seat to the interest and curiosity of the child. This style is not only extremely rare, it is almost impossible to imagine in its pure form because the classroom, with its adult-child ratio and adult-responsible environment, automatically encourages some interests and discourages other.

4. The subject Centered - These teachers focus on organized content to the near exclusion of the learner. By "covering the subject" they satisfy their consciences even if little learning takes place.

5. The Learning Centered - These teachers have equal concern for the students and for the curricular objectives, the materials to be learned. They reject the over-emphasis of both the "child-centered" and "subject-centered" styles and instead help students, whatever their abilities or disabilities, develop toward substantive goals as will as in their autonomy in learning.

6. <u>The Emotionally Exciting and Its Counterpart</u> - These teachers show their own intensive emotional involvement in teaching. They enter the teaching - learning process with zeal and usually produce a classroom atmosphere of excitement and high emotion. Their counterparts conduct classrooms subdued in emotional tone, where rational processes predominate, and the learning is dispassionate though just as significant and meaningful as in the classrooms of the emotionally more involved teachers. (500-3)

The Black Artful Teacher can be described as one who "use black speech fluently, directly involving the children in learning, particularly as it relates to rhythmic play unique to Black dialect speakers"; (ie. that rapid interplay of intonation and gestures, familiar to black children as one of the art form of Black Culture. These teachers involve children more in reading and shared purposed and meaning in communication with them more. Their teaching style interferred less and accomodated more to the experience of the children. All this contributes to greater success. (600-2)

To Be A Good Teacher

Should I just throw out the ball?
Should I go to class at all?
Should I teach the whole or the part?
Should I use a picture or a chart?
Should I through discovery teach;
Or should I command and preach?
Would my mind and body be ample
To humbly serve as an example?
Should I attempt to teach why?
"Don't make me think," would be the cry.
Is it the subject that is paramount;
Or is "the doing" that learning is about?
Is the child really director of his destiny?
Would my room be disorganized if I set him free?
Should I give him problems to be solved?
Would be return with them resolved
Never to try again by himself the task to complete,
Or would he learn to stand on his own two feet?
What should my attitude be?
What of moral character, use of leisure and optimum health,
General development, world welfare, and personal wealth?
Which of these is most important in my teaching plan?
How can I adapt the curriculum designed to fit the man?
What should my attitude toward innovation be?
Could my approach to teaching use creativity?
The means, the procedures, the implementation, and the ways;
The evaluation and the consequences - What is the part value plays?
Intelligent behavior - who has called it such?
What is wisdom? These questions are too much!
What is the good life? How am I to know?
Can I through my teaching help to make it so?

Dianne Boswell O'Brien
Murray State University
Murray, Kentucky

May 1980

Twelve (12) Elements

of a

Teaching Style

1. Educational Philosophy

Identify your belief about:

1. The purpose of education
2. The nature of learning
3. The nature of the learner
4. The nature of the society

Beware of the various ways of organizing for instruction open space, middle schools, non-graded programs etc.

Why do you do what you do?

2. Instructional Planning

What is you attitude toward various instructional programs, methods, and resources?

What instructional model do you use as a guide for teaching your units and daily lessons? All teachers must have one to go by. One well known model of instruction is the Madeline Hunter Model.

Models for teaching give teachers structure, sequence, content and a mechanism for feedback. (They also consist of a rationale (goals and objective) - series of steps (actions, behaviors) support system, and a method for evaluating the learners progress.

Bijou gives us five steps that are characteristic to a behavior model:

1. Specifying the goals of teaching and learning in observable terms;
2. Beginning teaching at the child's level of competence;
3. Arranging the teaching situation to faciltate learning (instructional procedures, materials, setting factors and contingercies);
4. Monitoring learning progress and making changes to advance learning
5. Following practices that generalize, elaborate; and maintain the behaviors acquired. (600-16)

A sample of a lesson plan

Lesson Plan Procedures

A. REVIEW What the child knows. What was done on the last lesson.
B. Introduce A New Idea- concept-experience - A new way to use the sme toy or materials. The purpose must be clearly understood by the child
C. Do IT! PRACTICE THE SKILL- Follow Directions - Limitation
D. REWARD- Reqard socially for right response
Smiles - Words - Pat-on-back - affection - Clap Hands

E. REINFORCE - Each day at every oportunity ask parent to reinforce at home
Do this wherever the child repeats a learning experience
F.EVALUATE _ What it too easy?
Was it to hard
What is the next step

The Madeline Hunter Model of Instruction is an excellent one.

It's essential that you follow a planning procedure of technique. This model should be parish or school wide. Check with your supervisor to see if your model is acceptable. Since planning is the first stage of the continuum, you must develop a proficiency in using the model decided upon. This gives you a common ground to evaluate yourself with

The task of planningeffectively can be improved by developing your skillsiin:
1. Following a systems approach to structional design
2. Following a model of instructors
3. Writing goals and objectives
4. Describing and analyzing learning tasks
5. Applying taxonomes of educational objectives
6. Organizing instructional plans

3.Curriculum

Curricula which stress acquisition of information processing skills seem to ensure transfer of learning to a greater extent than those which have as a primary goal the acquistion of content. (600-26)

It is important that the school and teachers desire to undertake the development of a curricula suitable for a multi-racial population. Such a curricula will ensure that minority group children enjoy the same oportunity for achieving self respect and a strong sense of identity as other children.

Help children value human effort and achievement rather than restricting them to one ethnically centered viewpoint. Of particular importance is the re-orientation of curricular for religious studies, literature, geography and history to make these relevant to the needs and interest of the minority community and its children (600-21)

There are several things successful teachers of disadvantaged children do (600-27)

Experience and trianing in teaching enables a person to do a lot of anaylzing.

They are able to:

1. Select appropiate styles
2. Know what works and doesn't
3. Secure a variety of materials and resouces
4. Determine effective goals and objectives
5. Select effective sequences of step in instruction

The following is a list of suggestions for the teacher in some critical area of teaching(see Page 42-44)

In-Service Training

Teachers must examine their own attitudes and study ethnic groups with the goal of becoming more knowledgeable, understanding, and sensitized concerning differences.

The teacher is a major varible in the success or lack of success of the program. Teachers, in more effective shhools, were less skeptical about their ability to have an inpact of children. (600-18)

The attitude, motivation, and expectation of the classroom teacher can effect the teacher - pupil relationships, distribution of teacher time evaluation of the student and subsequent effectiveness of the program

The most fruitful possibility ast this time is to change the attitude and increase the understanding and knowledge of the classroom teacher.

4. Teacher Characteristics - Personal Values and Standards

Answer the following questions:

1. What are your values about life, learning, people, and children?
2. What standards do you hold for personal conduct?
3. Do you have a sense of humor?
4. What are your beliefs about work and what children should do to prepare for careers?
5. How do you relate with other people?

It is important that teachers know themselves as a person and a group leader. The teacher has to recognize the needs and feelings he has. He needs insight into his leadership role and group work, and organizational work.

Significant Learnings in Theory and In Education

How do you see yourself?
Have you accepted yourself and your feelings more fully?
Are you self confident and self-directing?
Are you becoming what you would like to be?
Are you more flexible and less rigid in your concepts?
Have you adopted realistic goals for yourself?
Do you behave in a more nature fashion?
Are you a changing person?
Do you allow yourself to be a real person?

5 Experience and Training

Another element that determines your teaching style is the degree of experince and training you possess. Experienced and first year teachers have different ranges of styles. Hopefully the use of more extensive pre-service training will close that gap.

Teachers themselves recognize this vital element. In fact they...suggest the need for more inservice training, the hiring of more minority teachers, and greater priority for preschool education and adult education.(600-17)

Teachers must be able to understand and work with related traits specific to each child classified as culturally different and must give consideration to the child's relationship to the curriculum. Strategies which seem most successful with culturally different include a language experience approach to teaching the total language arts, peer tutoring, real life experiences such as field trips, and films. (600-16)

Project Mission

From Golberg, Miriam "Teachers for Disadvantaged Children"

The successful teacher of disadvantaged pupils...

1. Respects the children in his classes.
2. Views the alien (disadvantaged) culture not as a judge, but as a student.

He understands the backgrounds from which the children come, the values. placed on various acheivements, the kind of work and life to which they aspire.

3. Knows that many of the children bear scars of intellectual understimulation in their early years. (Early school experience, early admission; Compulsory Educatdon)
4. Is aware of the various family structures from which the children come.
5. Is aware of the ethnic group membership of his pupils and how such membership shapes the child's image of himself and of his world. (Culture he represents.)
6. Knows that the language of his pupils is closely tied to the life they lead.
7. Has a sophisticated understanding of how a child's abilities are assessed and therefore a realistic perception of what these measurements describe and predict. (Inadequate I.Q. achievement test.)
8. Sets clearly defined limits for his pupils and will permit few trangressions. (He is business-like and orderly. Can't exist with relaxation, warmness. (600-27)

Another author cited some basic skills good teachers must have;

These skills include ability to assess the student's present performance and to set annual goals from present levels; ability to devise instructional activities leading to those long-range goals; ability to assess the effectiveness of instruction; ability to function as a classroom manager of several learning activities in a single setting; and ability to choose from the plethora of instructional materials available. Finally, today's teacher must function as a team member with parents, aides, and other professionals. (600-42)

6 Awareness of Children's Needs

Being aware of the basic learning needs of children is essential for sucess. Otherwise, you will be working hard to satisfy the wrong needs. Here then are some basic needs you need to strive for:

1. Self-esteem and strong sense of identity.
2. Participation in a varied and stimulating environment
3. Strong coping mechanism to adjust to psychological failure in school, which should be minimized if you really indivdualize.
4. Provide stability and consistency (set clear and definite limits, note no deviation)
5. Let him see the beauty and order of things and people
6. Special activities to challenge curiosity and arouse interest
7. Help Children grow in:
   a. Self-awareness
   b. Responsible participation in a group
   c. Stimulate inductive reasoning or theory building
   d. Master of subject matter (600-7)

7 Assessment and Evaluation Procedures

Attention to individual differences, precise planning, and on-going evaluation appear to be important.

With the proliferation of commercial materials, and programs, more care must be taken in reflecting those that high-light the handicap you are dealing with

"Instruction can be characterized by diagnoses and assessment, sequenced objectives, criterion referenced test, and continous record keeping." (Teaching and Learning Model for Math and Read.")

The more successful programs employ a..."developmental task analyzed curriculumn with a criterion referenced assessment method to determine a child's competences and skills and to identify the goals of the intervention in behavior terms". (600-30)

"The problem is one of moving beyond normative approaches to the assessment of achieved learning status to criterion referenced approaches to the assessment of learning behavioral process which result in achieved learning status. (600-20) Criterion - referenced approaches to assessment is essential. As a part of assessment and evaluation teachers need to include five steps. They are:

1. Identification - understand true and relevant characteristics connected with classroom learning.
2. Child - Curriculum (Jux taposition) assess child's progress in cognitive and affective classroom goals.
3. Formal Weighing of Goals - Be quite specific in setting goals and evaluation process in the individual objectives. Priorities must be set.
4. Design a Program - Develop a strategy progress notebook and progress chart to help specific children learn.

Direct Assessment tends to be more desirable because of its practical issues: Adopatability, placement, diagnos, evaluation. (600-32)

Teachers need to adopt a wide range of diagnostic and remedial techniques to meet the specific needs of children.

Assessment and Evaluation

In the attempts to assess preschool children, the home and family varibles are overlooked. "We should give serious consideration to early assessment of home environment processes as a supplement to child - focused preschool screening and reaearch. (600-38)

Some Parents tend to distort and conceal information.
2. Generally, were ineffective as problem solvers, took longer to reach decision, spent a greater percent of decision time in silence, exchanged less explicit information and made more irrelevant transactions than did the intact triads-mother, father, son reading family.
3. Lied. unless well organized and, less emotionally stable families came from

tendency to withdraw affection as disciplinary technique showed.

8 Teaching Methods - Strategies

Most of the teaching we are concerned with is the teaching of concepts. Not that much focus will be placed on content teaching.

There are some basic approaches to teaching that needs to be at least monitored. Those are the inductive, deductive, and inductive-deductive methods. The latter one seems to have greater merit. The inductive method enables generalizations to be introduced only after particular factual instances of it are introduced. The latter method namely, inductive - deductive, allows particular instances to be introduced first and then the generalizations. (400-2)

The axquistion task of concepts require using tangible, methodical reinforcement. Work on transferring a task to other situations. There is a great need for pretraining in the desired task (test). Use systematic revelant instruction followed with continous reinforcement. Retain a choice which had been reinforced just previously in order to preserve a response. The promised reinforcement must be delivered. Design training techniques that teach specific learning strategies without producing perseveration of one strategy.

Variation is a key word in the task of stimulating interest on the part of the learner. The teacher must vary the content, the pace of learning, the activities of the lesson, and even his own style of teaching. You must varying the stimuli, learning activities for the individual. (600-13)

The Multisensory Approach to learning is a needed aspect to your method of teaching. It has three task in its development identification, naming, and writing. Develop early auditory and visual discrimination. This method can be adopted to teach number identification, basic facts, letter sounds, blending, and spelling. More research is needed on identifying modality perferences . The multisenory approach is Auditory visual.

It is based on the direct teaching method. This involves a set of procedures to change behavior toward pre-stated objective. It also involves:

1. Motivating or securing the students attention to the task.
2. A vehicle for instruction on a specific way to present the stimulus
3. Securing a response from the student.
4. Reinforcement - if the response is correct, use a specific procedure if the response is not correct.
5. Evaluation mastery.

Test before and after an instructional cycle is used. This testing will:

1. Measure skill growth in relation to the norm
2. Point out deficit areas which need further probing or testing on a criterion referenced basis.

There are several kinds of teaching strategies you can and should use to encourage learning. (600-25) The five strategies are:

1. Ecological
2. Reinforcement of Behavaior
3. Instructional
4. Thought Process
5. Social / Emotional

The Ecological strategies (Environmental) you use involve the interaction of the environment and the learner. You have control over the time, location of learning, materials used for learning, and the use of personnel for learning.

A second strategy is Reinforcement Behavior Management. The teacher uses methods or techniques that change behavior: decreasing inappropriate behavior and stabling new behaviors. Make sure the classroom environment supports positive behavior. It should be a place for discovery and learning. This method stresses that natural consequences provide the most effective feedback. A natural setting is believed to be the best place for learning to occur. Teachers should stress the right of the learner to take part in the decision making process which determines his program to the maxium percentage possible. There are recommendations for total family intervention and counseling establishing and improving relationship between child, family, school and community.

Another teaching method is Instructional Strategies. Here long range goals of education for handicapped children are seriously considered. It is important to realize that diagnosis and instruction are closely related. Before strategies can be considered, appropriate information about the child must be gathered along with specific short term objectives. Neither can be done in isolation. "Once assessment information is collected, objectives devised, and strategies chosen, the teacher is prepared to devise effective learning activities to fullfill the objective.

In writing an activity plan for a child the following items should be included and / or considered:

1. Pre-requiste skills
2. Long and short range objectives
3. Sequence of activities
4. Type and sequence of materials to be used
5. Length of activity
6. Potental instructional strategies
7. Method of Evaluation

In order to closely analyze the elements of instruction, we must identify them first. They are 1.) Reinforcers, 2.) Routines, 3) Procedures and 4.) Adaptations. All of these elements are used in your presentation of a lesson and use of a teaching method. You must consider all four.

Cognitive Task: Grouping and labeling (giving or seeking)

10. specific or general information outside of focus
11. specific or general information within focus
12. specific or general information with qualifications
30. grouping information without basis
31. grouping informational with implicit basis
32. grouping information with explicit basis
40. categorizing information without basis
41. categorizing information with implicit relationships between items
42. categorizing information with expleicit relationships between items

Cognitive Task: interpreting information and making inferences: (giving or seeking)

10. specific or general ingormation outside of focus
11. specific or general information within focus
12. specific or general information with qualifications and relationships
50. specific reason or explanation that does not relate to the information
51. specific reason or explanation that relates or organizes the information
52. specific reason or explanation that states how it relates or organizes the information

60. irrilevant or incorrect inference which is derived from information
61. relevant inference which is derived from information
62. relevant inference which is derived from infromation and expresses a cause and effect relationship, explanation, consequence, or contrast
70. relationship between information which implies an irrelevant or incorrect principle or generalization
71. relationship between information which implies a principle or generalization
72. principle or generalization which is derived from information

Cognitive Task: prediciting consequences (giving or seeking)

90. correcting the cause or condition
Establishing parameterinformation
100. relevant information
101. relevant information for establishing the total parameter (if-then) or for a particular hypothesis or predicition
102. relevant information for the total parameter or any particular prediction with appropriate explanation

Establishing parameters of conditions
110. irrelevant or untenable condition for the total parameter of for the particular predicition or hypothesis
111. relevant condition without connecting it with relevant information
112. relevant condition and information and establishing logical connection between them

Prediction: Level one, immediate consequences
Level two, remote consequences
120-220 incorrect or out of focus prediction
121-221 prediction with not elaboration

The frequences of these specific funtions acts may represent either effective or ineffective teaching strategies.

A fourth method is the use of Thought Process Strategies. This strategy represents an effective pacing of shifting of thought onto higher levels. The course it follows is as mentioned below:

The level of seeking information is sustained for a considerable time during the first portion of the discussion. Grouping is requested only after a large amount of information has been accumulated. The result is that in a fairly brief period, children transcend from grouping to labling and then to providing reasons for labeling and to inferences.

"In describing the effect of teaching strategy on thought levels, four groups of function rating are especially important: foucusing, extending the thought on the same level lifting the thought to a higher level, and controlling thought. A thought until is functioning to lift the level of thought whenever, the teacher or child seeks or gives information that shifts thought to a higher level that had previously been established. Hilda Tabu and Freemant. Elzey provides us with a very comprehensive sequential order of thought processess. Three level of thought for each of the three cognitive tasks identified grouping and labeling, interpreting information and making inferences, predicting consequences. Following is the entire sequence.

Gulford Classification System is another tool we can use to give us direction for encouraging the growth of higher intellect.

The five primary categories are:

1. Cognitive - memory - simple reproduction of facts, formulae, or other items of remembered content through use of recognition, rote memory, and selective recall.

2. Convergent Thinking- the analyses and integration of given or remembered data leads to one answer

3. Divergent Thinking - the individual is free to generate independently his own data within a data - poor situation, or to take a new direction or prespective on a given topic.

4. Evaluative Thinking - deals with matters of judgement, value and choice
5. Routine - Routine - Miscellaneous classroom management activities Dimensions of structuring - telling in advance what the speaker intends to say and do or what the expects someone else to say and do. Humor, praise, cengure others and self.

The fifth and final teaching strategy demension is use of the Social - Emotional Climate in the classroom.

Once you have difined the friendship patterns and the leaders you have the basic tools to:

Be ready, prepared and willing to give of yourself.

Be yourself and be ready to relate to children on a down to earth, open manner. Make no pretense! Make it clear that your interest is to see them grow and develop this year and enjoy that learning.

Be flexible to laugh at yourself when you make mistakes like putting the record speed on 33⅓ instead of 45.

Let them know you care about them and their welfare and you want the best for them.

Let it be known that they are in school to wrok and to enjoy learning new concepts and skills.

One of the most successful teaching combination is the use of a

Test - Teach Method: Criterior - Referenced Assessement followed by a Direct Teaching Model

It is always wise to test children to determine as close as possible their level of skills and understanding. This of course is the reason for testing first. After the levels have been determined, you know where to teach to overcome weaknesses. You must use a Criterior-Referenced Assessment Instrument to let you know the sequenced skills to work toward. Research shows that Direct Teaching assures the acquisition of skills for the learner. A planned purposeful use of time to achieve a specific task is the best approach.

The Behavior Analysis Approach also merits a close look. These five steps you'll recognize. They are essential. They are:

Behavior Analysis Approach

1. Specify the goals of teaching and learning in observable terms
2. Begin teaching at child's level of competence
3. Arrange the teaching situation to facilitate learning:
4. Instructional procedures, materials, setting factors, contigencies
4. Monitor the learning process and make changes to advance learning
5. Follow practies that generalize, elaborate, and maintain the behaviors acquired (600-15)

Direct Instuction is Direct Teaching - applied behavior analyis procedures for monitoring pupil process where combined with direct instruction programs for teaching academic skills.

Direct instruction language training requires frequent oral responding to programmed sequences of teaching questions.

9 Learning Environment

There are several things that must be considered to provide a good healthy learning environment. Berry Faraser identifies them as:

1. Physical enviornment - tidy, attractive, and inviting classroom
2. Goal direction - the class knew exactly what it has to get done
3. Satisfaction - the children should like the work they do in class
4. Disorganization - there shouldn't be periods during which the class does nothing
5. Competitiveness - do most of your students care less who finishes the work first
6. Acceptance - you are friendly to all the children

Even though the Lombards are teaching pre-school retarded children, the basic concern is there. They point out last learning is facilitated by having:

1. structured training session of physical education
2. concrete instructional materials - from actual object, replica photograph, line drawing representating, abstract picture, picture (missing parts) and symbols
3. structured self - help activities

Behavior Checklist As A Guide to Classroom Structure

Check the items that apply to ycur child
Does he respond to

_____direct commands
_____reason or logic

_____praise
_____punishment

_____repetition
_____frequent changes of tasks

_____set schedule
_____flexible classroom

_____reward (immediate, tangible)
_____reward (promised)

_____seat work
_____freedom of movement

_____listening activities
_____playground activities

_____long assisgnments
_____short assisgnments

_____strict teacher
_____lenient teacher

_____verbal insfruction
_____illustrated instruction

_____directed activities
_____freedom of choice

In addition to making the classroom attractive and inviting, you should consider how you can best arrange the environment to meet the needs of all of the children in the group. It would be helpful if you decide on a floor plan, clear traffic patterns, use space cures, prövide a quiet place for children to go on their own, and use what you have.

You should be able to answer yes to the following question:

1. Is the classroom arranged so that it allows the teachers to interact with one children and to supervise them.
2. Does it allow the children to use the materials and facilities independently?
3. Is it arranged so that it fosters cooperative and positive interactions amoung children?
4. Does classroom arrangement encoruage an individualized program for all children ?

Only "after teacher recognize and respect (black pre-school children's) personal and cultural differences will they be able to devise relevant teaching and learning strategies that enhance the learning environment".(600-13)

10 Social - Emotional Considerations (Climate)
Affective

Some teacher styles you should consider are to: 1. be child - centered emphazing consideration of others, creativity, and experiementation, 2. be non-authoritarian yet, warm, friendly, sensitive, relaxed, and individually oriented, and 3. be encouraging, suggestive, and fully approving.(600-22)

It is important that you realize love is not enough. Respect for the child as an individual is needed also. You are cautioned not to get too emotionally involved but be objective (otherwise you cna't help). Motivation is a key step in learning (attending and attention getting techniques). Also challenge him to learn constantly.

Be sure to provide a good emotional climate. The social climate also needs to be good (pupil - teacher relationships)

"Children have limited resources for gaining social understanding and knowledge when they are isolated or rejected. Focus time or units on friendship development and getting along with others who appear to be different. Language art experiences are one way to accomplish this: writing stories, creative arts, dramatics projects, Social skills methods can be integrated into academic curriculum to further all children's learning. (600-14)

There is a great need to recognize the human and cultural identity of black and other minorities.(600-13)

Robert S. Stron spoke of creative children

One of the biggest problems in life for children is getting along with others without sacrificing the qualities that make him original, inventive, and dirrerent. The teacher must help children assert themselves without being domineering, work alone without being withdrawn, and be honest without being overcritical.

There are strong relationships between (positive) attitudes of self-conncept sense of envirnmental control, and student interest to acheivement in school.(600-13)

Gail Hallivell points out that empathy and expectations play a vital role in making social decisions about learning, Reciprocal communication bonds between learners and teachers enhances learning. This is empathy. Social expectations are very important goals that should not be overlooked. (600-12)

The classroom is a very important place to learn social skills, This is the one place where interaction between the teacher and fellow classmates teaches the important values and knowledge. Here they learn how to handle authority, power, influence, and leadership.

Learning how to relate to other children and adults is a vital skill children (of preschool age and experience)must learn if they are to adjust to socialization process we all unergo.

Flanders identified a pattern of behavior teachers show that positively enhances a social climate. It is called an Inergrative pattern. It shows the teacher who:

a. Accepts, clarifies, and supports the ideas and feelings of pupil
b. Praises and encourages
c. Ask questions to stimulate pupil participations in decision - making
d. Ask questions to orient pupils to schoolwork.

David H. Jenkins clearly itemizes the functions of teachers leadership, They must a)create conditions in the classroom so that work can accomplish the very first goals:

1. Physical and physiological conditions - Freedom from unnecessary tensions and atigue, sufficient time for the tasks
2. Social conditions and work organizations
3. Emotional conditions - security and freedom from threat, morale and motivation to work - a sense of positive direction, mutual support, contributions progress, challenge.

All classroom groups must deal with each other on several dimessions of 1) authority - leadership to solve problems 2) power to flence and induce change
3) friendship to satisfy gratification (deprivation balance.)
4) personal prestige to discover talents and special work of its members
5) sex- activities appropiate for different sexes and satisfying psychological needs (love).
6. privilege - rewarding members for holding roles with advantage, deference, and gifts; privileges.

There must be a favoralbe interpersonal relationship and good emotional tone where a non-threaterning situation exist. The teacher needs to accept and support the students. Exhabit flexible patterns of behavior, It is important that you relieve and reduce anziety.

Kathleen H. Dunlop and 2 collegues found that there is no significant overall differences in social interaction patterns, between the handicapped and non-handicapped children . The high levels of cooperative interactions with peers provides multiple opportunities for the development of social competencies in the area of solitary activity, direct interaction - (dominant or cooperative), and adult-child interaction. (600-37)

Teachers of exceptional children trained in providing effective levels of the conditions of warmth, empathy, respect, genineess, Concreteness, self-disclosure, immediatecy and confrontation were more successful in promoting cognitine growth in students than teachers who were not trained.(600-40)

11 Individualized Instruction

The educational needs of each child should be predicted on the bases of individually demonstrated characteristies, rather than a membership in some group formed on the bases of such characteristies as sex, ethnic group, or social - economic status" (600-28)

You are not really individualizing your program for children until you:

1. Subgroup students within the class
2. Allow choices
3. Provide for independent study
4. Differentiate your questions to individual children on the basis of their particular interest and abilities
5. Provide differentiated assignments
6. Utilize resources of varying levels of difficulty
7. Make use of learning resources outside his own classroom (600-30)

Requiring a high degree excellence from each student is a must. The dynamic blending of status, rate, interests, style, and temperment is a interacting behavior phenomena that effect success and failure in learning.(600-20)

A procedural approach will lessen the probability of failure because concentration on specific objectives and strategies generated with a specific student in mind increases the likelihood of realistic evaluation. Every negative experience (i.e. academic failure and social isolation). that a culturally different child has in school makes positive progress less likely.(600-16)

Teachers should not forget that they teach individuals and not ethnic groups. Nor can teachers afford to ignore, Kant's dictum." so live as to treat every individual as an end in himself, not as a means to an end," (500-11)

12 Behavior Management (Discipline)

In order to prevent or minimize behavior problems, you need to analyze several areas.(600-25) Look at your own

a. attitudes
b. teaching style
c. classroom enviroment
d. curriculum continously
e. methods of instruction employed

In addition, set and enforce minimum expectation of behavior: stress thinking over memorization, gather as much in-put about individual learners, avoid using learning as a threat or as punishment, Keep the class moving.

Another dimension you must deal with is getting the children's attention. There is a progression you can use that will enable you to go from complete physical guidance to giving only one command. You must be somewhere along this continuim:

1. Complete Physical Guidance use of Appropiate Gestures and Verbal Command
2. One finger Guidance and Verbal Command
3. Gesture and Appropriate Verbal Command
4. Appropriate Verban command
5. One Command

Positive verbal reinforcement for teacher seems to provide the greatest behavior changes in children. The reinforcing aspects of praise and knowledge of results may be positively affecting academic achievement, not necessarily the matching of modality preferences to types of instruction.(600-35)

SUGGESTIONS FOR THE TEACHER

Goals, Standards, and Criteria

1. Goals and criteria of success in courses must be written out and supplied to all students. These can be in the form of a syllabus with all questions to be answered included. If you want a student to know more, he must take another course or the additional material must be added to the syllabus.
2. Examinations should be scheduled. They must be reliable, standardized-hopefully nationwide.

The Role of the Teacher

3. The role of the teacher is that of a conditioner of emotional reactions. The object of teaching is to condition favorable reactions to the subject matter.
4. Learning is something that happens to students. If teachers want the credit for good learners, they must accept the blame for the bad ones.

Individual Differences

5. Individual learners must be regarded as such. Recognition of temperamental differences is especially important.
6. The conception of "optimal stimulation" may require different learning arrangements for different people. Silence is not always golden.

Motivation

7. Attention and "curiosity" can be developed through a controlled arousal of moderate anxiety.
8. Interest and attention come from success. Nothing succeeds like success.
9. Attention is a learned response. Students must be reinforced for attentive behavior

Analysis of the Learning Situation

10. Every learning must be analyzed into specific components that must be learned separately, by drill, if necessary. Drill is the required technique for drill tasks.
11. Analyze "acts" into the component "movements" and teach these movements. Do not attempt to teach abstraction.
12. In some situations, the first thing to be learned is the last thing to be done. Some sequences must be taught "backward".
13. Analyze response sequences into component steps and "shape" the behavior accordingly
14. Learning requires prior emotional conditioning to cues that can be used as secondary reinforcers.
15. Teachers must take note of the possibilities of positive and negative or useful and harmful generalization and determine the degree of discrimination required.
16. The teaching-machine concept is more logical than a psychological one; the mechanical trimmings appear to be unimportant.
17. The real virtue of teaching machines is the concept of programming - the notion of logical developments of materials. This is not a new idea, but it is a very valuable one. It points up the need for giving teachers time to determine the order in which materials are to be presented.
18. The gadgets and devices used in teaching machines are useful only for controlling attention, prevention of cheating, getting reactions from illiterates, and for recording performances for purposes of improvement of the programs.
19. Televisions productions are only small-screen, colorless, motion pictures. They have no practical instructional virtues over motion picture productions.

SUGGESTIONS FOR THE TEACHER

Reinforcement and Extinction

20. Knowledeg of results is an effective secondary reinforcer for humans. The learner should never be kept in ignorance of the stage of progress. Homework without answers is a test, not a learning exercise.
21. Some undesirable behavior can be eliminated by negative practice.
22. Learners are not to be punished in order to weaken response patterns or get rid of habits. Punishment can be used to inhibit such responces and tc control the initiation of appropriate responses.
23. Teaching in some situations, involves waiting for a response to emerge. Such emergence can be facilitated by shaping. When a response emerges, it is desirable, is not necessary, to reward it.
24. Any rewards, to be effective, must be immediate. The reward value might really be motivational or arousing in its operation.
25. The "spread of effect" must be controlled within desirable limits.
26. Undesirable behavior should not be reinforced. This includes undesirable aspects of what is, in general, an otherwise acceptable preformance.
27. Negative significates are learned as easily, if not more so, than positive.
28. For punishment to be effective it must be immediate to allow conditioning of inhibitory reactions to feedback stimuli. Similarly, rewards are ineffective if they are delayed beyond the effective operation of feedback stimuli.
29. Punishment and reward are only unconditioned stimuli for emotional reactions of a negative or positive nature. They do not work in a vacuum. The emotional reaction must occur if they are to be effective.

Control of the Learning Process

30. Avoid the development of "superstitions" by controlling the contingencies of reinforcement in relation to precise discriminated syimuli.
31. For breadth of skill, practice should include experience at different points on a continuum of stimuli.
32. The Habit-family Hierarchy calls for the extinction of the higher orders of response in teaching.
33. Seeing someone else being reinforced is effective in teaching, if the viewer has the appropriate needs and the necessary prior conditioning to the stimuli involved.
34. Learning can occur when the learner merely looks and listens.
35. Not all learning requires overt action. Such action is necessary for physical skills but not for learning from lectures or demonstrations.
36. Do not allow learners to leave a learning session with an error as the last response.
37. The development of Reactive Inhibition is to be avoided in teaching. Spacing of lessons is important for this reason.
38. Each lesson should begin with a warm-up of easy, related material.
39. Negative or interfering emotional reactions as well as interfering response pattern must be eliminated as a first step in teaching.
40. A learner must be ready to learn. The desired response must be available.
41. Take account of the possibility of latent learning and consider a change in incentives to make the latent learning manifest.
42. Because knowledge and performance may differ, look for other variables when performance fails. Consider such other variables in preparation for a future performance.

SUGGESTIONS FOR THE TEACHER

Retention and Transfer

43. Time has nothing directly to do with forgetting. It merely allows for interpolated learning experiences. Students should not be expected to retain if there are no defenses introduced against interferiences.
44. Interferiences from new learning can be reduced by overlearning original material.
45. Old learning is never completely lost. Relearning efficiency is the virtue of education. Students should be given practice in and demonstrations of relearning effectiveness.
46. Not all new learning interferes with the old. Some kinds (same responces to similar stimuli) help retention. Entirely different materials do not interfere with old learning or help new learning. Teachers should take care to spell out and specifically teach the similarties and differences between old and new stimuli and responces.
47. When a learner is having difficulty with some assignment, it can be assumed that prior learning is interfering, that the stimuli and responses involved are similar to other stimuli to which similar responses are associated. Difficulty in recall of old learning suggests, similarly, a lack of discriminated interpolated learning.
48. Teachers can expect identical elements to transfer positively. Such elements must be identified specifically. When transfer is expected and there is no transfer, we must assume that there are unrecognized differences in the stiuation.
49. To secure persistent behavior, develop partial reinforcement schedules.
50. Retention depends on intention. The student should be encouraged to work as if each chance to study or practice were his one and only opportunity.
51. Retention depends on the proper stimulation. Teachers should avoid "trick" questions. Students should be specifically trained to recognize different forms of the same question.
52. Responses should be practiced in the same situations as those in which they will be called for.

Insight and Understanding

53. Insight can occur only when the learner has had prior and appropriate emotional conditioning to the stimuli that constitute an answer.
54. "Late" learning can occur in one trial if the components of the response have been acquired earlier. Do not teach a higher level of operation in the absence of lower level equipment or background.
55. Early learning can be approached from the point of view of "continuity." Reinforce every correct response even though there seems to be no change in behavior.
56. Where possible, train the learner to use mediators.
57. The teacher must take the Habit-family Hierarchy into account if he is to prepare students for potential "insight."

Teaching and Learning

58. Teachers learn most about their subjects when they are faced with the responsibility of teaching. Perhaps all students should also be teachers. While the blind must not be permitted to lead the blind, at least some assignments might involve the teaching of one student by another.

You Must Change And Grow Personally

1 Pin point and work on the strengths and weaknesses of yourself, children, and parents.

2 Strive to make parents know that the center also belong to them.

3 Always be ready to give a helping hand to a parent and to get her involved in the program.

4 Continously improve your knowledge and skills on Children Growth and Development, Language and its nature of development, and Theories of Learning.

5 Since you know your strengths and weaknesses better than anyone else, take a close look at yourself and decide what improvements you need to make the most. Here are some steps you can take to get it done.

A. Fix The Right Goal

1) To be an effective and flexible teacher
2) Set a right and excellent example for your parents and children
3) Be dependable, punctual, honest, and patient with your parents and children

B. Educate Yourself

1) Read about children when you have a free moment
2) Learn to invent, investigate, and experiment learning task and activities for children
3) Keep a positive, balanced, and serving attitude
4) Learn from others, and look for ways to use your knowledge and skill attainment

C. Stay In Good Health

1) Keep a clear alert mind that's positive
2) Get enough sleep and exercise, along with rest
3) Get nutritional natural foods for meals
4) Practice cleanlines of your person, clothes and home
5) Get good amounts of sunshine and fresh air
6) Avoid bodily injury. Be wise!

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D Use Drive to Truly Succeed

1) Make up your mind to be an eddective teacher and to involve parents.
2) Write an individual program for each child.
3) Expand your present style and learn to work with many learning styles of children.
4) Always use your time wisely for the betterment of your parents and children
5) Make yourself do what you know must be done to be an effective teacher.

E Be Resourseful when Unexpected problems or set backs Occur

1) Be ready to help a parent in need.
2) Keep calm in emergencies and think Then act.
3) Contact the people that can help when a change of plan occurs
4) Solve the problem. overcome the obstacle, and continue on your path.

F Don't give up no matter what happens Hang in there, Find out how to teach child and enhance his learning

G Seek the Guidance and Continuous help from other teachers. principal, supervisor or superintendent

1) They can give you the best advise or point you to someone who can help.
2) Give them your full support
3) Let them know your concerns. problems or draw backs.
4) They would love to help just ask

Seven Laws of Success, 1968
Ambassador College

Morris Williams,
Natchitoches Parish Pre-School Center
Natchitoches, Louisiana

Communication Skills-Language
Literature and Books

Some three critical approaches to language are needed when teaching and working with culturally different children. You need to establish a language approach. Since these children lack the opportunity to develop a syntax of standard English use an elaborate language code and immerse them in language from the moment they enter the classroom to the moment they leave for the day. Real-life experiences also are of great value. Provide field trips and films that are varied and well internalized. Per tutoring can help also. Children learn from each other.(600-16)

"Black children are in a verbal environment and their speech is meaningful, functional, and appropriate in their environment. No language is primitive". So teachers must get rid of negative attitude about black English.

Children with nonstandard English speech patterns can probably acquire meaning from standard graphy other with the same degree of success as the general population. They are able to switch and adjust to the two different speaking worlds.

Since parents speak to their children in short simple sentences usually commands, they rarely use language to elaborate or explain concepts. This is what should be corrected on the home sence. (600-23)

Readers storybooks and other educational material should appropriately reflect the cultural pluralism of our society and demote the contributions which members of various ethnic groups have made. (600-18)

There should be a Whole Total Language Approach which puts emphasis on comprehension. Among the learning disabled child, those with better language tend to read better and earlier and those with poorer language tend to read worse. (600-31) Reading behaviors emerge gradually and the L.D. children are at a deficit even before formal instruction i begun. Language arts programs that address all aspects of language-oral and written, expressive and receptive may be advocated on the basis of their interdependence (600-31).

The development of oral language and the emergence of early reading have been shown to be highly correlated.(600-31) The child's language development and functioning may be adversely affected by environment. His verbalizations have been ignored or stifled, where as the middle-class child is consistently responded to, rewarded, and provided feedback for veberalization. (600-36) Therefore you must positively respond to children.

Members of the NCTE Black Caucus, Composed of black inguists and language arts teachers from elementary through university levels prepared a statement in support of Judge Joiner in the Ann Arbor School Board case. They said "We believe that: The Black English system of itself is not a barrier to learning. The barrier is negative attitudes toward the language system, lack of information about the system, inefficient techniques for teaching language skills, and an unwillingness to adapt the teaching styles to student learning needs; Additionally they emphasized that the language of black children is a strength on which teachers should draw in order to develop effective approaches to teaching the language arts to black children. (700-7)

Language

In the important area of language, a lack of opportunity to develop the syntax of standard English causes the culturally different child many learning difficulties. Since they use a restricted code - few words to convey a meaning - we must help them use an elatorated code, Blacks use a more non-elatorate verbal communications. This envolves a minium of information necessary for the adult to direct the action or behavior of the child. Therefore you should use more elaborate statements which convey more information than is essential for completing the tasks, give reasons for the request and provide labels and descriptions. Request verbal feedback from the child and give supportive statements to reward the child for responding verbally to you.(700-4)

Another combination that is fatal to black preschool handicapped children is a lack of communication skills in conjunction with slow mental development resulting from an environment offering less than adequate stimulation.

There are some basic language strategies (700-3) that are helpful?

1. Language experience charts - use child's oral language as a basis for teaching listening, writing, and reading.
2. Peer Tutoring - group work and group projects
3. Variety of Oral Language / Listening Activities
    a. Tape Recorders
    b. One to One Conversations with teachers
4. Pupil centered language - allowing for verbal interchange among the children
5. Role Playing

The use of a standard English syntactic pattern enhances areas of reading, word knowledge, word discrimination, arithmetic and reading readiness.(700-1)

The need exist to work on two fronts: Teachers must show an acceptance and understanding of the language and dialet of black preschool children, also the teacher must expose them to standard English for preparation in dealing with the bigger world as the express themselves. The child may be forced to regard rejection of his language as a rejection of himself. Black children are able to read and understand standard orthography although orally using a non-standard dialect... Standard orthography does not interfere with comprehension.

Robert Karlin points out the importance of exposing children to readiness skills in language. He says readiness for reading need some degree of lingiustic awareness - awareness of sounds within words, parts of words, and discrete words is necessary, particularly the ability to perceive structure and sound in words and synthesize.(700-2)

Other considerations teachers must make are to:(700-6)

1. use shorter sentences
2. help children label, relate, and categorize
3. help children acquire precise and some what abstract language
4. stress skills of relating things, categorizing classifying
5. Help children handle abstract symbols

Books

Books are of vital importance in helping young black children express themselves. Children have a difficult time later because they come to school lacking the most crucial element in readiness - a Keen interest in books and learning to read.(300-3)

Since black primary children may prefer to read books that contain black characters, educators should capitatize on this interest. Improving the self-concept of the minority child, the eradication of racism and fostering intercultural and interacial understanding are some of the broader issures education should be concerned with.

Depending upon the socioeconomic level, the background of the children, or the geographic area, such errors may be made by only one child or by several children. The errors should be dealt with individually or with the small group that needs assistance. In view of the nature of society today, Pooley suggest that by the time the child leaves the elementary school he should have mastered the following.

1. The elimination of all baby-talk and "cute" expressions.
2. The correct uses in speech and writing of I, me, he, him, she, her.
3. The correct uses of is, are, was, and, were,with respect to number and tense.
4. Correct past tenses of common irregular verbs such as saw, gave, took, brought, bought, stuck.
5. Correct use of past participles of the same verbs and similar verbs after auxiliaries.
6. Elimination of the double negative:we don't have no apples, etc.
7. Elimination of analogical forms: anin't hisn, hern, gurn, their-selves,etc.
8. Correct use of possessive pronouns: my, mine, his, hers, theirs, our
9. Mastery of the distinction between its., possessive pronoun, and its contraction of it is.
10. Placement of have or its phonetic reduction to between I and a Past participle.
11. Elimination of them as a demonstrative pronoun
12. Eliminationof this here and that there.
13. Mastery of use of a and an articles.
14. Correct use of personal pronouns in compound construction as subject (Mary and I), as object (Mary and me), as object of preposition (Mary and me)
15. The use of we before an appositional noun when subject; us when object
16. Correct number agreement with the phrases there is, there, are, there was, there were
17. Elimination of he don't, she don't, it don't
18. Elimination of learn for teach, leave for let.
19. Elimination of pleonastic subjects: my brother he, my mother she, that fellow he.
20. Proper agreement in number with antecedent pronouns one and anyone, everyone, each, no one. With everybody and none, some tolerance of number seems acceptable now.
21. The use of who and whom as reference to persons (but not: Who did he give it to? is tolerated in all but very formal situations; in the latter, To whom did he give it? is preferable.
22. Accurate use of said in reporting the words of a speaker in the past.
23. Correction of lay down to lie down.
24. The distinction between good as adjective and well as adverb; e.g., He spoke will.
25. Elimination of can't hardly, all the farther (for as far as) and Where is he (she, it)at?

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